



The Influence of the Teams Games Tournament (TGT) Learning Model on the Learning Motivation of Eighth-Grade Students at SMP Negeri 1 Pagaran

Helen Siburian^{1*}, Goklas J. Manalu², Robert K.A Simangunsong³, Dorlan Naibaho⁴, Ordekorla Saragih⁵

¹Student, Pendidikan Agama Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung
^{2,3,4,5} Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: helensiburian173@gmail.com

ABSTRACT

The objective of this study was to examine the influence of the Teams Games Tournament (TGT) learning model on the learning motivation of eighth-grade students at SMP Negeri 1 Pagaran in the 2025/2026 academic year. The research employed a quantitative experimental method with a one-group pretest-posttest design. The population consisted of all eighth-grade Protestant Christian students at SMP Negeri 1 Pagaran in the 2025/2026 academic year, totaling 214 students. A sample of 32 students from class VIII-1 was selected using purposive sampling. Data were collected through a closed-ended positive questionnaire consisting of 26 items. The results of data analysis indicated that the TGT learning model had a positive and significant influence on students' learning motivation, as demonstrated by the following findings: (1) the average pre-test score increased from 74.84 to 96.44 in the post-test, showing an improvement of 21.59 points after the implementation of the TGT learning model; (2) the significance test yielded $t_{count} > t_{table}$ ($\alpha = 0.05$; $df = n-1 = 31$), with a value of $11.620 > 2.042$. Therefore, the alternative hypothesis (H_a), which states that the Teams Games Tournament learning model has a positive and significant influence on students' learning motivation, was accepted, while the null hypothesis (H_0), which states otherwise, was rejected.

Keywords: Teams Games Tournament, Learning Model, Learning Motivation

INTRODUCTION

Education plays a vital role in shaping students' character, morality, and personality. One particularly important aspect for students is Christian Religious Education and Character Formation, which aims to instill spiritual and ethical values in daily life. This subject plays a crucial role in building faith, love, and Christian character among students, enabling them to apply these values in their everyday lives. However, the teaching of Christian Religious Education and Character Formation often encounters obstacles due to a lack of student motivation. Many students tend to perceive the subject merely as an activity of

reading, memorizing, and interpreting Bible verses, without fully understanding its purpose as a means of character formation, the cultivation of values such as love, honesty, and responsibility, and the practical application of Christian faith in daily life. As a result, students frequently show low motivation to engage actively in the lessons, considering them monotonous and less appealing. High learning motivation encourages students to be more active, diligent, and enthusiastic in participating in the learning process, including in Christian Religious Education and Character Formation. Conversely, low motivation often results in passive attitudes and indifference toward the spiritual values being taught. As stated by Priansa, learning motivation is a set of behaviors and factors influencing students' responses to their learning experiences. It reflects the intensity of learners in achieving the goals of the learning process. In teaching and learning activities, if a student does not perform tasks as expected, it is essential to investigate the underlying causes. These may vary, such as disinterest, illness, hunger, or personal problems. In such cases, there is no energy transformation within the student, no affective stimulation to act, and no sense of purpose or learning need. This condition requires efforts to identify the causes and encourage the student to carry out their learning responsibilities. Therefore, students need to be stimulated or provided with external motivation to foster their willingness to learn. One effort to enhance student motivation is through the implementation of innovative and enjoyable learning models. The Teams Games Tournament (TGT) learning model combines teamwork with elements of games and competition. In this model, students are grouped into heterogeneous teams and participate in tournaments based on quizzes or academic games. This approach is designed to create a fun learning atmosphere, promote collaboration, and stimulate students' learning motivation. Typically, teams consist of students with high, medium, and low abilities, allowing members to help one another, so that all students can learn and grow together throughout the learning process in class.

Based on classroom observations at SMP Negeri 1 Pagaran, it was found that Christian Religious Education and Character Formation teachers had never implemented the TGT model. The author also identified several motivational issues among seventh-grade students, including the following: lack of focus during lessons, with students often paying little attention to the teacher's explanations; difficulty answering questions due to poor comprehension of the material; disruptive behavior in class such as laughing, teasing peers, or engaging in play instead of concentrating on the lesson; a lack of seriousness in learning because of unengaging teaching methods that lead to boredom; limited responsiveness to teachers' questions or discussions; and reluctance to participate in group work, with some students refusing to contribute because they assumed that group scores would still be awarded regardless of individual effort. These conditions illustrate a lack of student motivation to learn. Therefore, one potential solution to enhance student learning motivation is through the application of the Teams Games Tournament learning model.

METHODS

The method employed in this study was an experimental quantitative method. According to Sugiyono, quantitative research is a method that involves numerical data and statistical analysis. The researcher adopted the experimental design known as the One-Group

Pretest-Posttest Design. The primary research instrument used was a questionnaire, which served as the tool for collecting the necessary data. Sugiyono defines a questionnaire as a data collection technique carried out by providing respondents with a set of written questions to be answered. In this research, a closed-ended questionnaire was utilized. The decision to employ this instrument was based on several considerations: (1) questionnaires can be collected within a short period of time, (2) the questions posed to respondents are more appropriately administered through a questionnaire, (3) questionnaires facilitate easier analysis of responses, and (4) the use of questionnaires allows respondents greater freedom to select answers that best reflect their opinions. The data collection process was conducted to obtain information regarding the influence of the Teams Games Tournament learning model on students' motivation in Christian Religious Education. For this purpose, the researcher distributed questionnaires to 32 respondents following these steps: (1) respondents were gathered in one room at the designated time, (2) the questionnaires were distributed, and the researcher provided instructions on how to complete them along with clarification of the intended meaning of the questions, and (3) after the respondents completed the questionnaires, the researcher collected them for further processing. To determine whether the research hypothesis was accepted or rejected, the data obtained from the respondents' answers were processed and analyzed through the following steps: (1) constructing a distribution table of responses based on the provided alternatives, (2) creating a distribution table of respondents' answers weighted according to their options, and (3) conducting hypothesis testing.

RESULT AND DISCUSSION

In the learning process, the presence of motivation within students is crucial to achieving optimal learning outcomes. Therefore, a comprehensive understanding of the concept of learning motivation is necessary. According to Priansa, learning motivation refers to the behaviors and factors that influence students' engagement with their learning experiences. It reflects the intensity with which students pursue the direction and goals of their learning process. Learning motivation can be understood as the drive that encourages students to stay enthusiastic and focused on studying in order to achieve their desired goals. Istrani and Intan Pulungan describe learning motivation as a psychological factor that is non-intellectual in nature. Its distinctive role lies in fostering enthusiasm, joy, and eagerness to learn. Students with strong motivation possess greater energy to engage in learning activities. Learning motivation is thus an internal drive that makes students eager and happy to learn, leading them to become more diligent in participating in learning activities. Kompri emphasizes that learning motivation is a psychological aspect that develops over time, influenced by physiological conditions and psychological maturity. This means that learning motivation can change depending on a student's physical state and mental development. Based on these explanations, learning motivation can be defined as both an internal and external drive that directs student behavior toward learning. Through such motivation, students become more enthusiastic about studying in order to achieve their intended learning goals.

Factors Affecting Learning Motivation

There are multiple factors that influence the presence of learning motivation in students. According to Priansa, these factors include: Self-concept, self-concept relates to how students perceive themselves. When students believe they are capable of achieving something, they are more motivated to learn. Gender, cultural patterns of education in rural or urban coastal settings can sometimes affect students' learning motivation. Recognition, students tend to be more motivated when they feel acknowledged, cared for, and recognized by their families, schools, and social environments. Aspirations, aspirations are goals or targets that students aim to achieve, serving as a strong source of motivation. Learning ability, students with higher learning abilities are usually more motivated in their studies. Student condition, both physical and psychological conditions play a significant role in shaping students' motivation to learn. Family, family plays a critical role in influencing students' achievement motivation. Environmental conditions, external factors arising from the family, school, or broader social environment can either encourage or hinder student motivation. Teachers' efforts to motivate students, the way teachers design strategies to motivate students has a direct impact on students' willingness to optimize their potential. Dynamic elements in learning, certain conditions in the learning process tend to fluctuate, sometimes strong, weak, or even absent—particularly in traditional learning contexts. Learning motivation, therefore, is influenced by interconnected factors such as self-confidence, gender, family and environmental support, aspirations, learning abilities, physical and psychological conditions, as well as the teacher's role. Handaru et al. add that peer relationships, smartphones, social networks, and the role of teachers along with parental support also affect students' learning motivation. Parents, in particular, play a dominant role in addressing the factors influencing students' learning motivation. Similarly, Suparman categorizes the factors into internal and external. Internal factors originate from within the student, such as physical and mental condition, abilities, and attention. External factors, on the other hand, stem from outside the student, including teacher efforts in teaching, learning facilities, and environmental conditions. Based on these explanations, it can be concluded that students' learning motivation is shaped by a variety of internal and external factors, including their personal conditions and environment, learning abilities, aspirations, teacher influence, family support, and the availability of adequate learning facilities.

Definition of the Teams Games Tournament (TGT) Learning Model

In creating an effective learning process and fostering students' learning motivation, it is necessary to apply an appropriate learning model aimed at achieving optimal learning outcomes. Without a suitable and well-designed model, learning objectives cannot be effectively accomplished. A learning model, therefore, is a framework or strategy used to achieve specific learning goals. One model that teachers should understand and be able to implement is the Teams Games Tournament (TGT) learning model. Shoimin defines the Teams Games Tournament model as a type of instructional model that is easy to implement, involves the participation of all students without social status distinctions, utilizes peer tutoring, and integrates elements of games and reinforcement. In other words, the TGT learning model is simple to apply, actively engages all students equally, incorporates peer tutoring, and uses gaming and reinforcement components to create an enjoyable learning experience. According to Priansa, the TGT learning model consists of

three main elements: formation, instruction, and worksheets. *Formation* refers to grouping students into teams based on their varying abilities. *Instruction* consists of questions or quizzes provided through task cards, along with specific worksheets. The motivational aspect of this model is evident in the tournament activities, where competition among students is expected to enhance their motivation to learn. Thus, the TGT model organizes students into heterogeneous groups, provides question cards or quizzes, and explains assignments through worksheets, while simultaneously stimulating student motivation through competitive activities. Similarly, Harianja et al. state that the TGT model emphasizes collaboration among groups while also promoting interpersonal cooperation. In practice, this learning model incorporates elements of play and competition within the classroom setting. Research by Aritonang suggests that to improve students' learning motivation, teachers should apply the TGT model in Christian Religious Education and Character Formation classes. The TGT model prioritizes cooperation among students and groups, while integrating game-like activities. Based on these explanations, the Teams Games Tournament model can be defined as a learning strategy that organizes students into heterogeneous groups to compete with one another in academic tournaments for points or scores. Through this process, students become more enthusiastic about learning and better able to achieve instructional goals.

The Influence of the Teams Games Tournament Learning Model on Learning Motivation

The TGT learning model has a significant influence on students' learning motivation. Priansa notes that the motivational aspect of TGT is reflected in the competitive nature of tournament activities. The points or scores earned by students are accumulated into group scores, and the group with the highest score receives recognition or rewards from the teacher. Such activities are designed to increase students' motivation and interest in participating actively in the learning process. The TGT learning model fosters learning motivation by engaging students in healthy competition. The scores obtained are not limited to individual achievement but also contribute to the collective success of the group. The group that attains the highest score is rewarded by the teacher, thereby creating enthusiasm and a sense of excitement in learning. Supporting this perspective, Aritonang's research emphasizes that to enhance students' learning motivation, the TGT model should be applied in Christian Religious Education and Character Formation classes. This confirms that the TGT learning model exerts a positive influence on learning motivation, as its game-based and cooperative elements stimulate student engagement and foster a more dynamic learning environment. After tabulating the responses from the participants, the data were processed and analyzed. Based on the description of the research data, it was found that the overall average learning motivation of eighth-grade students at SMP Negeri 1 Pagaran in the 2025/2026 academic year increased from a pre-test score of 74.84 to a post-test score of 96.44. This indicates an improvement of 21.59 points in students' learning motivation, which can be attributed to the use of the Teams Games Tournament (TGT) learning model. The distribution of pre-test data on students' learning motivation showed that the highest achievement was observed in item number 19, with a total score of 107 and an average of 3.34. Most students responded that they often provided constructive opinions when collaborating with peers in group work. Conversely, the lowest achievement was found in item number 11, with a score of 81 and an average of 2.53, where most students indicated that they only sometimes attempted

to complete tasks independently when participating in lessons using the TGT model. Further analysis of the pre-test results revealed that the highest indicator was item number 6, with an average score of 3.22, representing the indicator “able to defend one’s opinion,” meaning that students were capable of defending correct viewpoints and contributing constructive ideas. The lowest indicator was item number 1, with an average score of 2.73, representing “persistent in completing tasks,” which refers to the ability to continue studying for extended periods without stopping until tasks are completed. In contrast, the post-test data demonstrated notable improvements. The highest achievement was recorded in item number 12, with a score of 126 and an average of 3.94, where most students responded that they consistently demonstrated the willingness to complete assignments independently without waiting for assistance from others. The lowest achievements were in items 1 and 16, each with a score of 114 and an average of 3.56. The majority of students responded that they felt more diligent and less easily bored when learning through the TGT model, as it provided them with varied and engaging learning experiences. The distribution of post-test data also showed that the highest indicator was item number 4, with an average score of 3.81, representing “preferring independent work,” where students consistently demonstrated a willingness to complete tasks on their own without relying on others. The lowest indicator was item number 2, with an average score of 3.61, representing “resilience in facing difficulties,” which referred to students’ efforts to ask questions when they did not understand the material and to persevere without giving up easily. The results of hypothesis testing using the t-test showed that the calculated value of t (11.620) was greater than the critical value of t (2.042). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted, indicating that the Teams Games Tournament learning model had a positive and significant effect on the learning motivation of eighth-grade students at SMP Negeri 1 Pagaran in the 2025/2026 academic year. This conclusion was further confirmed through the significance test curve, which visually demonstrated the rejection of H_0 and acceptance of H_a . The study found that the Teams Games Tournament learning model exerts a positive and significant influence on students’ learning motivation. This finding aligns with Aprido’s assertion that one of the advantages of the TGT model is that it fosters greater enthusiasm and motivation among learners, as it integrates elements of competition and games through tournaments. Similarly, Priansa describes the stages of TGT in detail, beginning with class presentation, where the teacher introduces the subject matter, clarifies learning objectives, and motivates students. During the lesson, the teacher prepares worksheets and tournament questions as learning resources. Harianja also emphasizes that in implementing TGT, the teacher initiates the session by presenting the material and objectives, motivating students, and then developing the lesson through group discussions and tournament activities. The TGT model thus promotes cooperative learning in heterogeneous small groups, where students collaborate, assist one another, and engage in competitive games. Ultimately, this model helps students better understand the material while fostering a sense of shared responsibility for learning outcomes.

CONCLUSION

The Teams Games Tournament (TGT) learning model is an instructional model that incorporates formation, instructions, and worksheets. The formation process is characterized by grouping students with diverse abilities into teams. Instructions are provided in the form of questions or quizzes presented on cards, accompanied by specific worksheets. The steps for implementing the TGT learning model are as follows: (a) preparation, which includes preparing the learning materials and assigning students into several groups, and (b) detailed learning activities, which consist of class presentation, opening, group learning, class validation, and tournament activities. According to Sardirman, learning motivation is a psychological factor of a non-intellectual nature that fosters enthusiasm, enjoyment, and eagerness to learn. Students with strong motivation possess the energy required to engage in learning activities. The indicators of student learning motivation include persistence in completing tasks, resilience in facing difficulties (not easily discouraged), showing interest in various problems, preferring to work independently, easily becoming bored with routine tasks, the ability to defend one's opinion, persistence in holding onto personal beliefs, and enjoyment in seeking and solving problems. Based on the comparison between the calculated t_{value} and the critical t_{value} ($t_{\text{count}} = 11.620 > t_{\text{table}} = 2.042$), it can be concluded that there is a significant influence of the Teams Games Tournament learning model on the learning motivation of eighth-grade students at SMP Negeri 1 Pagaran in the 2025/2026 academic year. Based on the results of data analysis, it was found that the overall average learning motivation of eighth-grade students at SMP Negeri 1 Pagaran in the 2025/2026 academic year increased from the pre-test score of 74.84 to the post-test score of 96.44. This shows an improvement of 21.59 points, which indicates that the application of the Teams Games Tournament learning model significantly enhanced students' learning motivation.

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